

# STATEWIDE RAPS STEERING COMMITTEE WORKSHOP

Holiday Inn, Taggerts Room  
Riverton, Wyoming  
(October 7-8, 1996)

## October 7, 1997

1:00 pm	Introduction to Workshop Attendee Introductions Purpose of Workshop Work Groups	Hollis
1:15 pm	Group Discussion: Workshop Objectives?	Groups
2:00 pm	Break	
2:15 pm	Identify and prioritize at least five actions	Groups
3:15 pm	Using actions identified: answer the who (best suited to carry out action), what, when, where, why these actions could be taken to improve the program.	
4:30 pm	Summary of Groups	Groups
5:00 pm	Adjourn	

## October 8, 1997

8:00 am	Day's Events	Hollis
8:15 am	Presentations: Each group will present no more than three priority actions with supporting Who, What, Why, Where. Provide supporting discussion.	Groups
9:30 am	Break	
9:45 am	Prioritize: Workshop attendees prioritize the top five recommended actions from all group presentations.	Hollis and All Groups
11:30 am	Summary and Closeout	Hollis

WORK MATURITY EVALUATIONS  
COMMENTS

**SUPERVISORS:**

- \*Would like her to return.
- \*Very bright and service oriented student.
- \*Enjoyed working with him; positive future.
- \*Progressed steadily; cooperated quite well; rely on her efforts.
- \*Improving in some areas; needs work in some.
- \*Attitude became very bad the last two weeks.
- \*Exceptional student; creative and willing to learn new things; will achieve goals if applies attention as he did at work.
- \*Real pressure working him; reliable and very good at solving problems; quick to learn computer skills.
- \*Fast learner and helpful to many co-workers; little or no supervision required; adapts to needs of others.
- \*Sense of humor, lot of determination and a positive outlook.
- \*Excellent progress; helpful, reliable with a cooperative spirit and excellent attitude.
- \*Well organized, self motivated, completed all tasks quickly and efficiently.
- \*Satisfied with work; successful.
- \*Not a happy person; did not try hard to learn; expected handouts.
- \*Did great this summer (16 yrs. old).
- \*Extremely productive; great public relations skills and potential; positive attitude.
- \*Is an asset with heavy workload; improved skills; important part of crew.
- \*Did a wonderful job and a lot of work; appreciated having her.
- \*Would have been better if they had taken responsibilities seriously.
- \*Developed work skills enabling her to succeed in whatever she does; very bright and quality student.
- \*Did excellent job (stated by both work sites); converted to SCEP.
- \*Good worker and goes out of his way to keep busy; asks for more, no complaints.
- \*Intentions were good, demonstrated good computer skills, did assignments well; tardiness and not showing up for work.
- \*Pleasure working with her; intelligent and learns quickly, gets along with co-workers; will be missed.
- \*Developed good working relationships; BLM and RAPS have done more for this young man than we will ever know.

**STUDENT COMMENTS:**

- \*Supervisor was more than just a boss; teacher and would seek answers for her; would like to return.
- \*Loves his job.
- \*Enjoyed working with his supervisor.
- \*Great summer.
- \*Appreciated being exposed to many different jobs and people; learned that she liked office work.
- \*Enjoyed work experience; wished it could last longer.
- \*Supervisor was great to work for; always taught something new and provided assistance when needed; would do this again.
- \*Wonderful summer; hope to have more experiences in this field.
- \*Enjoyed working with BLM; hope to come next summer.

## **UNIT 9 FINAL REPORT RAPS QUESTIONNAIRE STUDENT COMMENTS**

### **WHY DID YOU LIKE THIS UNIT/RAPS?**

- \*Provided opportunity to write experiences.
- \*Enjoyed working with supervisor; taught a lot about the job.
- \*A great way to tell someone how I felt about the job experience.
- \*This was the real time you can say what you liked or disliked about the program; going over everything from first week, you realize that you learned a lot.
- \*Unit is OK, but point system shows nothing of what a student knows; that he is not interested in a BLM career.
- \*Chance to reflect on the summer and dream about the future; To offer possible improvement for future RAPS students.
- \*Has made a giant impact on my life.
- \*It let me express my thoughts, and review my summer.
- \*Summarized everything I experienced and learned.
- \*Supervisor was a great person to work for; should be rewarded.
- \*It made me think about my future.
- \*Makes the student reflect on what was accomplished during their tour and gives overall feeling as to the disbursement of activities involved.

### **WHAT CHANGES WOULD YOU MAKE?**

- \*Make Unit 3 more in depth; leave definitions, but add why and what the things are and used from.
- \*Just leave it; it was a very good unit.
- \*Can only assume that all entries are not pursuing a BLM career during the evaluation.
- \*No changes; it covers the main ideas of the whole summer thing and experiences I have had.
- \*Don't change it.
- \*Nothing!
- \*Keep it the way it is.
- \*None.

## UNIT 9 FINAL REPORT RAPS QUESTIONNAIRE

QUESTIONS	Strongly Disagree (1)	2	Agree (3)	4	Strongly Agree (5)
I would suggest RAPS to my friends.		2	1	3	10
RAPS introduced me to careers.			5	3	8
RAPS was fun.		1	3	2	10
My mentor(s) was helpful.	1		1	1	13
I learned new skills.	1			2	13
I enjoyed my job.	1		1		14
<b>TOTALS</b> (16 respondents)	<b>3</b>	<b>3</b>	<b>11</b>	<b>11</b>	<b>68</b>

**RAPS STUDENT ASSESSMENT**  
**RAPS STUDENT HANDBOOK UNIT #9**

QUESTIONS	NEVER	ONCE	SEVERAL TIMES	MANY TIMES
1. Talked about the job or career with relatives or friends.			7	9
2. Talked about the job or career with persons employed in that career field.		4	5	7
3. Talked about the job or career with counselors or instructors.	5	4	6	1
4. Read materials about the career.	1	4	6	5
5. Observed activities in the career.			4	11
6. Tried out activities related to the job or career.		3	3	10
7. Worked in this job or career field.	2	4	3	6
8. Thought about racial, sex, or other biases that may exist in the job or career field.	6	4	5	1
9. Thought about the steps necessary to prepare for the job or career.	1		9	6
10. Inquired in the range of pay for the job or career.	1	4	6	5
11. Inquired into the level of schooling or type of training required to enter the job or career.	2		4	10
12. Thought about how to apply the training program or educational program to the job or career.	1	2	8	5
13. Asked about the employment demand for people in this career.	4	2	8	2
14. Thought about the lifestyle you would have with this job or career (for example, the amount of money, working conditions, kinds of friends).	1	1	5	9
15. Thought about how well the job or career matches your interests and abilities.		1	9	6
16. Thought about where you live and whether or not this job or career is available there.	2	1	7	6
17. Thought about the kind of transportation you will use to get to this job or career.	6	1	4	5
18. Thought about whether or not this job will be available in five or ten years.	2	1	3	10
<b>Totals</b> (19 respondents)	34	36	102	113

**RAPS 1997**  
**PARTICIPANT WORK MATURITY EVALUATION**

EVALUATION CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Consistently punctual	2	1	2	9	12
Meets attendance requirements	2	1	1	9	13
Exhibits good interpersonal relations	2	2	1	6	15
Demonstrates positive work habits	2	1	2	4	17
Maintains acceptable appearance	2		2	11	12
Completes task effectively	1	2	3	5	14
Displays positive attitude	2	1	1	5	17
Develops personally	1	2	1	8	14
<b>Totals (26 respondents)</b>	<b>14</b>	<b>10</b>	<b>13</b>	<b>57</b>	<b>114</b>